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SOCIAL STUDIES

Canada

The Land, Histories, and Stories

**Home Instructor's Guide
and Assignment Booklet 7B**

Module 7
Encounter Saskatchewan

Grade 5 Social Studies
Module 7: Encounter Saskatchewan
Home Instructor's Guide and Assignment Booklet 7B
ISBN 978-0-7741-2959-6

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Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Table of Contents

Chapter Summaries

Chapter 8: Saskatoon, City of Bridges	4
Chapter 9: Along Meewasin Trail	4
Chapter 10: Songs of our Grandmothers	5
Chapter 11: A Small Rebellion of Lambs	5
Chapter 12: Sailing on Waves of Grass	6
Chapter 13: Toward a Just Society	6
Chapter 14: A Tale of Halychanka Wheat	6
Chapter 15: Kâ-têpwêt? Who Calls?	7

Chapter Summaries

Chapter 8: Saskatoon, City of Bridges

Objective

The student explores how government policies such as the *Homestead Act* and natural resources determined how communities evolved over time. Saskatoon's history is explored.

Instructional Strategies

Through Oscar and Qian's conversation, discuss with your student a brief history of aviation in Saskatchewan, the history of the city founded as a temperance colony, and factual and fictional stories of how Saskatoon got its name.

The following are excellent resource materials:

- *Saskatoon: A Century in Pictures*, by William P. Delainey, John D. Duerkop, and William A. S. Sarjeant.
- *Geographic Names of Saskatchewan*, by Bill Barry.

At the end of the chapter, the student works in Assignment Booklet 7B.

Website

The following website provides more information about the Saskatoon John G. Diefenbaker International Airport:

<http://www.yxe.ca/>

Chapter 9: Along Meewasin Trail

Objective

The student reflects on environmental issues through the eyes of First Peoples, traders, and modern society and explores benefits of protected areas to modern society.

Instructional Strategies

With the student, discuss how Meewasin Trail (a protected urban area) was crucial in the comeback of the pelicans, which were an endangered species. For more information about Meewasin Trail, go to the website <http://www.meewasin.com/>.

With the student, reflect on the way people have recorded observations of nature over thousands of years. For example, symbolic records kept by First Peoples include stone effigies, pictographs, and the naming of the months. Fur trader Samuel Hearne's diary described the habits of pelicans and cranes, and the Grade 5 character Oscar uses a notebook to record his observations of pelicans.

At the end of the chapter, the student works in Assignment Booklet 7B.

Website

To learn more about birds, go to the following website:

<http://www.canadianencyclopedia.ca>

Select the “Explore” tab; then click on “Interactive Resources.” Midway down the page, click on “Identify Birds.”

Chapter 10: Songs of Our Grandmothers

Objective

Through a legend of the brave grandmothers, the student gains knowledge of the land and history of the First Peoples living on the prairies.

Instructional Strategies

Using the story told by Mrs. Cardinal as a starting point, brainstorm with the student why Nehiyawak (Cree) People moved onto Siksika (Blackfoot) lands—the Nehiyawak People had no food and were starving. Also brainstorm why Siksika warriors felt they had to attack the Nehiyawak—the Siksika were protecting their food source on traditional hunting grounds.

Explain how the desperate search for bison that resulted in the death of the grandmothers was a foreshadowing of the ultimate outcome when the great bison herds that sustained First Peoples were slaughtered and the people started to starve. Brainstorm how those circumstances were instrumental in the reluctant decisions of First Nations leaders to sign treaties and move to reserve lands.

At the end of the chapter, the student works in Assignment Booklet 7B.

Chapter 11: A Small Rebellion of Lambs

Objective

The student studies the contributions of British immigrants by discovering some of the reasons they left their homeland and the events that impacted their lives when they came west.

Instructional Strategies

With the student, explore the events of the Barr Colonists who were nicknamed Barr’s lambs. Compare the settlers’ hopes for a better life (some brought pianos and fine china) to reality (they lived in drafty tents). Also discuss their determination. As an example of heroic acts by Canadian peoples, review the colonists’ stories of resilience and courage to start a new community, Lloydminster, which is partly located in Alberta and partly located in Saskatchewan.

Touch on Reverend Isaac Barr’s motives—to exclude all non-British peoples and to make a profit at the colonists’ expense. Contrast Barr’s lack of leadership with the actions of Reverend George Lloyd who took charge and helped the settlers.

At the end of the chapter, the student works in Assignment Booklet 7B.

Chapter 12: Sailing on Waves of Grass

Objective

Through the story of a courageous Finnish homesteader, the student acknowledges contributions by individuals of European heritage to our complex Canadian identity.

Instructional Strategies

With your student, discuss the story of homesteader, inventor, and shipbuilder Tom Sukanen (Tomi Alankula) who made his way to a homestead in Saskatchewan in order to support his family. Together, consider reasons why the loss of his family was even more tragic when U.S. government officials deported him to Canada without his son.

Discuss his dream of building a ship on the prairies—and succeeding over a period of eleven years—only to have his masterpiece shattered by vandals. Finally, review stories of homesteaders who cleared their farmland through years of hard work only to have their crops destroyed and lives shattered by years of drought over which they had no control.

Chapter 13: Toward a Just Society

Objective

The student assesses how heroic actions by public figures such as the Famous Five and former prime minister John Diefenbaker, as well as private individuals, moved Canadians toward a more just society.

Instructional Strategies

With the student, discuss John Diefenbaker's actions from two points of view. While he fought for the rights of Japanese-Canadians, First Nations people, and all Canadians in his Bill of Rights, he also cancelled the Avro Arrow project, which arguably almost destroyed the Canadian aviation industry. As well, he fought against adopting a new Canadian flag.

Discuss with the student the Famous Five, a group of women who struggled to gain the vote for women in Canada and successfully fought to be recognized as persons.

At the end of the chapter, the student works in Assignment Booklet 7B.

Chapter 14: A Tale of Halychanka Wheat

Objective

The student explores how Saskatchewan wheat was developed from Ukrainian and Indian grains and has made Western Canada the Breadbasket of Canada.

Instructional Strategies

Discuss the story of homesteaders from Ukraine and their seeds which found their way to a Saskatchewan homesteader. With the student, try to sort facts from fiction such as the story of cows eating the grain or wheat seeds arriving in a cap.

At the end of the chapter, the student works in Assignment Booklet 7B.

Chapter 15: Kâ-têpwê? Who Calls?

Objective

The student reviews stories of Canadians who played, worked, and changed the prairies that welcomed them and were changed in return.

Instructional Strategies

This chapter is a review chapter. With your student, review stories that may be of particular interest to him or her. This might help the student complete the Chapter 15 Assignment in Assignment Booklet 7B.

When the student begins the Chapter 15 Assignment, make sure he or she has access to a tape recorder or a computer with recording capabilities. The student could use a video camera.

Preview the assignment, and be sure your student understands each step of the project. At that point, the student should work on the assignment independently.



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ASSIGNMENT BOOKLET 7B

Grade 5 Social Studies
Module 7: Chapters 8–15

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

Mailing

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

GRADE 5



SOCIAL STUDIES

Canada

The Land, Histories, and Stories

Assignment Booklet 7B

Module 7

Encounter Saskatchewan

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 8 Assignment	14	
Chapter 9 Assignment	15	
Chapter 10 Assignment	8	
Chapter 11 Assignment	14	
Chapter 13 Assignment	14	
Chapter 14 Assignment	15	
Chapter 15 Assignment	20	
	100	

Teacher's Comments

Grade 5 Social Studies
Module 7: Encounter Saskatchewan
Assignment Booklet 7B

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Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

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ASSIGNMENT BOOKLET 7B
GRADE 5 SOCIAL STUDIES: MODULE 7
CHAPTER 8 ASSIGNMENT TO CHAPTER 15 ASSIGNMENT

This Assignment Booklet is worth 100 marks out of the total 172 marks for the assignments in Module 7. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

14

Chapter 8 Assignment: Saskatoon, City of Bridges

In Chapter 8, you read about the history of Saskatoon. Use your Student Module Booklet to help you answer the following questions.

2

1. Saskatoon has an _____ display in the Saskatoon _____ International Airport.

2

2. The famous _____, an armed forces aerobatics flying team, are based in Saskatchewan at _____.

2

3. In the year _____, Methodist Reverend _____ persuaded about 200 settlers from Ontario to come to Saskatchewan.

1

4. He named his settlement _____.

2

5. Saskatoon is named after the _____ word for _____.

1

6. Saskatoon was a Temperance Colony, which means that _____.

1

7. The land Saskatoon is built on was originally owned by the _____.

1

8. The settlers chose a narrow spot on the _____, called Minnetonka by the Nehiyawak People, for their settlement.

1

9. The _____, which was started by the CNR in the 1920s and completed by farmers in 1936, is a landmark building in Saskatoon.

- ① 10. Saskatoon is known for its seven _____.



Turn to Chapter 9 in the Module 7 Student Module Booklet.

15

Chapter 9 Assignment: Along Meewasin Trail

- ④ 1. Many sloughs and other wetland areas have been drained in Saskatchewan and across the Interior Plains Region to be used for agriculture. Why is it important to conserve wetlands? Give four reasons.

②

2. a. Who was Samuel Hearne? _____

②

- b. Why is his diary important to conservationists?

④

3. Both pelicans and whooping cranes were on the endangered list. Today, pelicans are no longer on the endangered list. Why are they no longer thought to be endangered?

3

4. How are Oscar and Mr. Calder helping with the conservation of pelicans and other species? Give three examples.
-
-
-
-



Turn to Chapter 10 in the Module 7 Student Module Booklet.

8

Chapter 10 Assignment: Songs of Our Grandmothers

Complete the following chart with reasons why the First Peoples of the prairies and the government representatives signed Treaty 6. Give two reasons for each.

First Peoples	Government Representatives



Turn to Chapter 11 in the Module 7 Student Module Booklet.

14

Chapter 11 Assignment: A Small Rebellion of Lambs

1. Every story tells where, when, what, and who. Complete the story chart below for the story about the Barr Colonists.

Story: A Small Rebellion of Lambs

1

What:

1

When:

1

Where:

Who: In complete sentences, explain the role each individual or group played in the Barr colony.

2

Reverend Isaac Barr:

2

2000 or so English settlers:

2

Reverend George Lloyd:

2

Doukhobours:

3

2. What were the three tasks that the settlers had to complete in order to keep their homesteads?



Turn to Chapter 12 in the Module 7 Student Module Booklet.

14

Chapter 13 Assignment: Toward a Just Society

Select a member of the Famous Five who you would be interested in researching. Use the Internet, reference books, or encyclopedias to find information for a report. Use the following questions to help you organize your report. Your teacher will be looking for the following:

- In the introduction, name the member of the Famous Five you chose to research. Why did you select this individual?
- What was this woman's childhood like?
- Why do you think she became interested in women's rights?
- What job(s) did she do in her life?
- Did she become part of the government? If so, in what position did she serve?
- What changes did she help make? Name any organizations she started.
- In the conclusion, discuss whether or not this woman deserves to be famous, either by herself or as a member of the Famous Five.

Write your report in the space provided, or use a computer word-processing program and attach a printed copy to this assignment booklet.

(There is more room for your answer on the following page.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Turn to Chapter 14 in the Module 7 Student Module Booklet.

15

9

Chapter 14: A Tale of Halychanka Wheat

1. Oscar wrote a report on how seeds from Ukraine helped to change Saskatchewan into the Breadbasket of Canada and turned the Canadian prairies into the Granary of the World. Put the following events into the correct order by numbering them correctly.

- _____ David Fife gathers best rust-free seeds and the resulting wheat is called Red Fife wheat.
- _____ For over 700 years, farmers gather the best seeds on the Ukrainian Steppes.
- _____ The Canadian prairies become known as Granary of the World.
- _____ Halychanka seeds reach Scotland.
- _____ David Fife in Ontario receives and plants Halychanka seeds on his farm.
- _____ Red Fife and Calcutta Red seeds are crossed by Charles Saunders, and the resulting wheat is called Marquis wheat.
- _____ Seager Wheeler grows best Marquis wheat and wins a prize.
- _____ Halychanka seeds arrive in Halifax.
- _____ Mrs. Fife saves Halychanka seeds from cows about to dine on them.

1

2. Some of the events in the story of the development of wheat varieties suitable to the Canadian prairies are recorded and based on facts. Some events are unknown and may be fiction. Put an asterisk (*) next to one event above that may be based on fiction.

5

3. In complete sentences, explain why Marquis wheat and other improved crops were important to the development of Western Canada.



Turn to Chapter 15 in the Module 7 Student Module Booklet.

Chapter 15 Assignment: Kâ-têpwê? Who Calls?

Choose the story of your favourite hero or group of peoples that you met in Module 7. You may retell the entire story or choose parts that you find most interesting. Think of a method to best present the story. You may choose one of the following methods to present your story:

- audiotape
- videotape
- print with illustrations
- reading over the phone

Steps to Follow

Once you have selected your story and method of presentation, think about how you might add interest to the story and follow the steps below.

- For an audiotape presentation, you might choose music such as drumming, flute music, or songs of First Nations musicians, such as Buffy Sainte Marie, to introduce the story of the grandmothers. Or you might choose the sound of creaking wagons, combines, or music of Alberta musician Maria Dunn, for example, to introduce the stories of the homesteaders. You might choose a piece of music without words to set the mood for your story. You might also use these suggestions for a videotaping.
- For a videotaping, you might choose a costume to wear and some suitable props to accompany the story.
- Next, prepare an introduction. For example, you might introduce the story or historic event by telling when it took place, which person or peoples are depicted in the story, and why these details are important to Canadian history.
- Plan what you are going to say by writing the main events in order.
- Practise the story a few times by telling it to someone, or, if you are doing a written version, write a draft.
- Record the story. You may need someone to help with the music. For a written version, draw or collect some illustrations.
- For a video or audio presentation, speak clearly and slowly with expression. Or, if you're completing a report, write a final copy of a written version inserting your illustrations.
- Plan a conclusion when you are finished retelling the story. Introduce yourself as the storyteller by saying your name and explaining why you chose to tell the story. For example, don't say it was a nice story. Instead, you might say, "I was inspired by a man who spent ten years building a ship to sail home."

Label your project with the following information:

- your name
- Module 7: Encounter Saskatchewan
- Assignment Booklet 7B: Chapter 15 Assignment



Turn to the Module Summary in the Module 7 Student Module Booklet.

Home Instructor’s Feedback Form for Module 7

Answer the following questions and submit them with the completed Assignment Booklet.

1. In your opinion, what parts of the Student Module Booklet and Assignment Booklets worked best for your student?
2. Were there specific areas with which your student had particular difficulty?
If so, what were they?
3. Do you have any other questions, comments, or concerns?

Student Feedback Form for Module 7

Answer the following questions and submit them with the completed Assignment Booklet. This is not a test and there are no marks assigned.

1. What were your favourite parts of this module?

2. What parts did you like the least?

3. What part did you find most difficult?

4. What parts were the easiest?
